

DRAFT

Wavy Edm

1. Re p. 1, para. I, 3: Although the cited "operations officers" and "100 senior officers" all may be able to render some evaluation of the results of Agency training, many of these officers--as noted elsewhere in the Survey--have not themselves participated in Agency training nor are they closely acquainted with Agency training courses or facilities.

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2. Re p. 4., para. II, B, 1: With respect to present JOTP goals, the JOTP had as its 1960 objective a total [redacted]

[redacted] Subsequently, DD/I have modified their requirement [redacted] At the present rate of recruitment, and with [redacted] now in training, it is estimated that we will take in a total of about [redacted] this year. We cannot estimate, therefore, what percentage of DD/I and DD/S junior professional requirements will be met through the JOTP in 1960.

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not harder

3. Re p. 5, para. II, B, 2: In regard to DD/I's present preference "to hire individuals previously trained....," we believe that while these individuals may be well qualified in subject-matter fields, in most cases they will not have had previous intelligence training or experience. *

With respect to DD/P requirements for advanced training of journeymen officers in specialized areas of operations, it is only partly

* { assessment of intel + CIA
specific DD/I sig

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true that DD/P must look to its own resources, such as TSD training, on-the-job training, and seminars. In response to DD/P requests, the Office of Training (OTR) does now provide advanced, specialized training courses and is prepared to develop new courses, when and if required, within its capabilities. Ideally, on-the-job training should be preceded by intensive, formal training, since new theories, concepts, and skills introduced in the classroom can then be directly applied "live" under close operational supervision.

4. Re p. 5, para. II, B, 3: We believe that CIA training does in fact reach extensively, if not always systematically, into areas of advanced training, especially through exploitation of external training facilities. We believe also that certain individual career service panels and boards do have a concept of career training patterns.

× 5. Re p. 9, para. II, C, 7: With respect to "the development of more efficient instructors and instructional techniques," we believe that a part of this problem will be resolved by ensuring adequate rotation of instructor personnel to operating components, where this is appropriate.^x As part of a continuing OTR program, [redacted]

[redacted] are receiving instruction in Conference Techniques from

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[redacted] Further, the Educational Specialist assigned to OTR has, since July 1959, trained over 100 OTR and other CIA component

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training instructors in Instructional Techniques courses. Supplementary measures introduced or carried forward by him include:

- a. training of an assistant educational specialist;
- b. development of workshops in instructional techniques;
- c. activation of an OTR Educational Committee for exchange across-the-board of training experience and development of new concepts, techniques, and materials;
- d. production of training aids, guidebooks, and brochures.

Finally, a member of the Assessment and Evaluation Staff, OTR, is keeping in touch with developments of "teaching machines," and research is being under contract, in the application of teaching machines and "programmed" instruction to language teaching.

6. Re p. 11, para. III, A, 5: Correction: the first, 1951 JOT class had no instruction in clandestine tradecraft, as a class. Their basic training included Russian language and intelligence techniques. Integrated training of JOT's as "classes" did not begin until 1958. Prior to this, JOT's were enrolled as individuals in the current, operational and other training courses.

7. Re p. 12, para. III, A, 6: Correction: OTR's staff in 1954 numbered between persons.

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The statement that there has been in OTR "no further expansion into major new departments of instruction" is unclear, ^{is} and ~~may possibly~~ be misleading, ^{and literally is not that incorrect.} The increasing number of individual training courses has been absorbed into the present administrative structure of four Schools, each divided into functional or subject matter branches or faculties. It is certainly true that there is no mid-career or senior officer training department as such, although a number of OTR's internal courses are aimed at these levels of instruction. The failure to evolve a clear-cut pattern of mid-career and senior officer training ^{may} stem in part from a lack of expressed need for such training.

8. Re p. 13, para III, A, 7: The present organization of OTR, as devised by OTR and endorsed by the Inspector General and Management Staff, also includes the Junior Officer Training Program as a separate "school" or line function. Effective 8 April 1960, the

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 was redesignated as a "school," with its Chief

 sponsible directly to the Director of Training. Headquarters staff guidance and support on training and administrative support matters are provided by the Chief, Operations School and Executive Officer, OTR, respectively.

9. Re p. 13, para. III, A, 8, a: Correction: Although audio-surveillance technically is a TSD area of responsibility, the Audio-Surveillance Management Course was developed by OTR and the FI

IOE + AAO

ASMC

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CTF - BM

CAO - Labon

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Staff of DD/P primarily as an operational course in organization and management of a/s operations. TSD provides only the technical instruction required in this course.

10. Re p. 15, para. III, A, 9:

cover earlier { As noted before, professional skills may be recruitable in the open market, but it is OTR's position that these recruits would, in the long run, perform more effectively if provided basic intelligence training immediately after EOD.

11. Re p. 17, para. III, B, 1: Corrections: In addition to the five faculties comprising the Intelligence School, the latter includes also the Orientation and Briefing Officer (currently Mr. [redacted] located in 117 Central Building. Courses offered by the Intelligence Production faculty meet professional needs of DD/P and DD/S as well as of the DD/I. The Intelligence School contributes a portion, not a major portion of the initial 10-week JOT Orientation Course. The Intelligence Production Course for JOT's has been increased to 14 weeks in length, to permit the inclusion of additional scientific and other intelligence material.

12. Re p. 17, para. III, B, 2: These assertions appear to be somewhat exaggerated. In the areas mentioned there has been a constant effort made to update materials and to keep the courses immediately responsive to training needs.

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13. Re p. 18, para. III, B, 3: Office of Communications employees are not "exempted." They are briefed and oriented by the Orientation and Briefing Officer as separate groups, on request by OC. Further, OC has made mandatory attendance by its overseas employees and dependents of the Dependents Briefing and Americans Abroad (area) Orientations.

14. Re p. 19, para. III, B, 4: We question the basis for this comment, and of course agree with the remarks per se

15. Re p. 19, para. III, B, 5: Strongly concur! And OTR is exploiting the OTR Bulletin and Support Bulletin to the utmost.

16. Re p. 19-20, para. III, B, 6: DD/S, however, has participated strongly in management training, and attendance of an OTR course is now prerequisite to external management training at Harvard and Chicago. The content of OTR management courses compares favorably with that of approved AMA and college-level courses.

17. Re p. 20, para. III, B, 7: There has been no pressure on CIA, ^{or within} such as on the Department of State, for mid-career training.

18. Re p. 21, para. III, B, 8: OTR/IS courses in effective speaking, effective writing, and conference techniques are not purely remedial in character. They are, as the Survey goes on to put it, courses which instruct all performers, strong or weak, in preferred techniques. Those performers who are found weak are given special attention.

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19. Re p. 21, para. III, B, 9: Again IS Intelligence Production courses are not aimed at "the marginal performer." They are aimed at the bulk of DD/I professionals, virtually all of whom need training in the skills and techniques covered by the courses. And this training would still be needed even if the DD/I would "agree to recruitment of the bulk of his junior officer requirement through a truly Agency-wide JOT system..."

20. Re p. 22, para. III, B, 10, 11, 12, 13, and 14: No comment, other than to note that the present testing is only a brief, 15-minute test in vocabulary, arithmetic, and clerical accuracy. Concur with the recommendation following sub-paragraph 14 on page 24. The Chiefs, Intelligence School, and Assessment and Evaluation Staff are designated to participate in this review and reassessment.

21. Re p. 26, para. III, C, 1, d and e: OTR takes exception to the judgment that OTR courses are of excessive length and are subject to inflexible scheduling.*

a. The length and content of each operations course are based upon requirements presented to OTR by the Clandestine Services, and these courses are constantly reviewed and modified in accordance with DD/P special staff recommendations and with a view to improved instructional methods.

See also student critiques - most feel very too short.

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b. Courses are of varying lengths--two, three, and four weeks, for the most part, and are given on either a full or part-time basis, according to agreement between OTR and []

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c. At the same time, OTR is limited in its scheduling processes by such factors as number and qualifications of instructors, number and size of classrooms, training aids and equipment, []

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[] etc.), and, of course, dollars.

~~Whereas the Intelligence School, OTR, has found it workable and effective to provide certain training on a part-time basis, the Operations School strongly prefers full-time training, with the student free from the distractions and responsibilities of his desk, and able to get the utmost benefit from full concentration on the training course. Further, the Operations School favors the use of seminars as a means of exchange of ideas and knowledge and the development of doctrine. It does not, however, favor the seminar for the teaching of new operational skills. And, as already noted, the Operations School believes that on-the-job training can be most effective when it is preceded by introductory, formal, classroom training.~~

But part-time ---

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22. Re p. 27, para. III, C, 2, a, (1): Correction: Per a Department [] memorandum dated 26 February 1959 (on file with

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25. Re p. 31, para. III, C, 2, e, (1): Correction: Recruitment of instructors [] is the responsibility of the Chief, Operations School, at OTR Headquarters.

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26. Re p. 31-2, para. III, C, 2, e, (2): OTR believes the last sentence is an exaggeration. OTR makes a strong effort to see to it that instructors who have completed tours of duty in OTR receive fair and thorough consideration for subsequent assignments.

27. Re p. 32, para. III, C, 2, e, (3): OTR concurs in this statement, but suggests that the individual length of tour is not nearly so important as assurance of a planned, staggered turnover.

28. Re p. 33-4, para. III, C, 2, f, (4): With respect to sources of DD/P doctrine for training, it is the consensus in OTR that the greatest problem and deficiency is the lack of an established channel or system for movement of cases, projects, studies, and other DD/P materials useful to training, from any given point []

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[] to OTR. What OTR needs most is selected, "raw materials" of operational doctrine and experience which can be refined into training doctrine and training materials suitable for classroom, field exercise, or covert training use.

29. Re p. 34-5, para. III, C, 2, f, (5): While it is agreed that we must ensure appropriate awareness of the existence of useful training

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materials, it would be well not to overstate the present capabilities of the Overseas Training Branch. It is generally agreed that this unit is functioning very effectively and has been producing at top capacity. Only by enlarging its T/O and by assigning additional, qualified personnel capable of a high standard of individual work can its functions and scope be expanded. At the same time, actions have been and are being taken to ensure that operating branches in DD/P are fully cognizant of the nature and scope of services available.

30. Re p. 35, para. III, C, 2, f, (6): While OTR is happy to concur in this proposal, we feel that evaluation and sterilization of project files may more properly be a DD/P special staff function. Inasmuch as there is at present no OTR Training Doctrine Staff as such, the senior project officer (and staff officers) could work directly with the OTR School concerned.

31. Re p. 36, para. III, C, 2, g, (1) and (3): It is the opinion of OTR that only in enrollment and only in certain courses has there been marked instability. Changes have been made in scheduling on the basis of enrollments and of other, usually external influences. Course content has been modified and improved. The Operations Course, for example, has been rescheduled, modified, and shortened somewhat to meet the requirement to offer two courses per year and to include or change the emphasis on certain subject matter as recommended or

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Library in R&S Building, from which--in turn--selected items

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would be loaned

NO

(a) Concur, if Directorate(s) so desires.

(b) Concur.

33. Re p. 47, para. III, C, 3, f, (1): Covert Training is currently receiving improved "feedback" on its training, upon elicitation from the operations officers; this can still stand further improvement, however.

OK
list
34. Re p. 49 - ~~recommendation~~: Concur.

35. Re p. 52 - ~~recommendation~~. Concur. This is being looked into by the Plans and Policy Staff, OTR.

36. Re p. 53, para. III, D, 1: In collaboration with the Language and Area School, the SIC also offers a fourth course, the Basic Country Survey--USSR.

37. Re p. 55, the recommendation: OTR believes that the recommended ^{is} action ~~may be~~ unnecessary. Pursuant to para. 8 of a memorandum from the Director of Training to the DCI, dated 29 May 1956, subject: Establishment of School of International Communism, selected members of the SIC instructional staff already carry a heavy schedule of training for personnel of other Government agencies. They participate regularly in courses at the Foreign Service Institute, Strategic Intelligence School, Naval Intelligence School, the Air University, and others. Any appreciable, *is more outside than inside.*

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additional workload would necessitate an expansion of the SIC staff. Other-agency personnel could participate in non-operational aspects of the SIC courses for Agency personnel, providing DD/P concurs.

38. Re p. 59, para. III, E, 2, e: Full-time language training, which is intensive, has the advantage of being the fast means of acquiring a desired level of proficiency. In contrast, part-time training should be thought of also as long-term language training. It can provide the same proficiency, but takes longer. It also involves less pressure on the student.

39. Re p. 64-5: recommendations: Concur.

40. Re p. 71, para. III, E, 5, f: OTR agrees with the recommendations and also the the statements in the text of para. III, E, 1 through 5. (N. B.: In connection with these recommendations it is suggested that all JOT's who do not possess elementary proficiency in at least one language be required to take 12-14 weeks' [according to aptitude] training in French, German, or Spanish prior to entering on on-the-job training. Further, it is suggested that provision be mandatory during on-the-job training for language maintenance, through the use of LAS facilities.)

41. Re p. 75, para. III, F, 7, b, recommendation: Concur; however, it may be useful to consider the present OE course as a part of a possible

Is expensive - must be sure enrollment. previous.

Unrealistic.

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mid-career course. The AAO series, which are constantly being improved and strengthened, are perhaps more closely attuned to the needs of employees going overseas to specific areas for the first time.

42. Re p. 76, para. III, F, 1, a: The last two sentences of this paragraph are most important, and our planning should continue to adhere to this concept.

43. Re p. 78, para. III, F, 2, b: Correction: The JOT class is then broken into two sections. DD/P case officer candidates pursue the Operations Course. DD/I, DD/E, and certain DD/P candidates (including the women students) take the Operations Familiarization Course and then are further split up into groups for further training, as stated in para. c, which follows.

44. Re p. 78, para. III, F, 2, d: Correction: should read eight months of formal training, including breaks.

45. Re p. 79, para. III, F, 2, e: Re the last sentence, the evolution of the placement system ~~probably would have~~ ^{would have} occurred without the growth of the problem as Clandestine Services Career Panel "C" assumed its responsibilities in this area. (See following sub-paragraph.)

46. Re p. 80, para. III, F, 2, g: The make-up of the JOT student body reflects the fact that Office of Personnel recruiters are concentrated in the East. Actually, the college degrees and advanced studies accomplished by the JOT's reflect attendance at some 165 different colleges

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and universities throughout the United States and abroad. Our present aim is to select from candidates from as many parts of the country as possible. The final selection, however, should be made on the basis of quality and qualification, not geographic area of origin or school.

47. Re p. 80, para. III, F, 2, h: The DD/I has advised C/JOTP informally that [] authorized for DD/I will be recruited directly

by DD/I, leaving [] brought in through the JOTP. *It is hoped that the 10 will be opened withing...*

48. Re p. 81, para. III, F, 2, j: The "production" by the university consultants has been disappointing. They need not only to be expanded in number and geographic location but stimulated to action!

49. Re p. 81, para. III, F, 2, k: The performance in JOT recruiting for 1960 is considered to be generally satisfactory, but we have not reached our goal. [The "declines" involve a number of factors. In some cases the recruiters don't have time to brief the candidates thoroughly; hence, many come here to explore. In others, recruitment comes so late that clearance cannot be obtained before they have taken other jobs. The cost of moving household effects for married young men is sometimes prohibitive. Our beginning salaries are attractive enough, but we need the HHE allowance to enable the married candidates to afford to make the move to Washington. (OTR is initiating action on this matter.)]

50. Re p. 82, last sentence of para. III, F, 2, l: We have few worries on this score, based on past performances of JOT's.

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51. Re p. 82, para. III, F, 3, a, (1): Very true, and we continue to watch closely the State Department's policies and experiences, keeping in mind the differences between their problems and those of CIA, and adhering to our basic concept.

52. Re p. 82, para. III, F, 3, a, (2): The publicly advertized, competitive entrance test plan has been tried, in collaboration with NSA. It was not successful or useful. CIA is receiving publicity and there is no apparent impediment to application for employment that we know of.

53. Re p. 83, para. III, F, 3, a, (3): The present patterns of recruitment are out of balance and we do concentrate more on the East and Middle West than on other areas. We understand, however, that the numbers produced in some other areas do not justify the expenditure of time and money. Nevertheless, if our ranks are open to all areas, if we expand our university consultant coverage, and if we base our final selections on quality, the political implications of whom we select should be minimal. *Dispute w/ Asst. Dir. re: basic integrity is involved*

54. Re p. 83, para. III, F, 3, a, (4) and (5): We are informed informally but officially that the Directorates are generally well pleased with JOTP selection of candidates. One means of keeping the JOTP "current" is to rotate carefully selected, senior officers from each of

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the Directorates to serve as the Training Officers on the JOTP staff. These men play a key role in the screening and selection process.

We believe that the allegation that present JOTP selections tend to "overemphasize intellectual qualities and to underemphasize rugged and adventurous traits" is erroneous.

We do not believe that the suggested panel examination of candidates is necessary or practical.

The university consultants constitute, in effect, a source of independent judgment.

55. Re p. 84, para. III, F, 3, b: While the JOTP sponsorship of military duty for candidates is not a major factor in procurement, it is a useful device, especially in times of emergency. OTR believes that this practice should be continued.

56. Re p. 85, para. III, F, 3, c: OTR believes that orientation and some basic intelligence training is useful and desirable for all new junior professional personnel--JOT or specialist.

57. Re p. 85-6, para. III, F, 3, d, (3): It is hard to visualize how any highly-motivated, adventuresome, young American would not be attracted to a DD/P career. OTR does not see this as a problem of combatting prejudices but rather as a problem of proper placement according to background and demonstrated aptitudes and capabilities. JOT

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training emphasizes the importance and interdependence of the three Directorates as integral parts of this Agency's functioning within the Government. *and we are making directed assignments to EOD, if & when needed.*

58. Re p. 87, para. III, F, 3, d, (4): We agree to the cited "answer," but we do not feel that the JOTP is overly isolated from the Directorates. The current placement procedures require the closest kind of relationship, and the JOT training per se enjoys the participation and cooperation of large numbers of officers from each of the Directorates.

Starts with pmul.
59. Re p. 87-92, para. III, F, 3, e: OTR agrees that the problem of attrition requires further study and that it involves especially the career development and management of the junior officer after he leaves the JOTP.

60. Re p. 92, the recommendations:

a. OTR is preparing to offer a counter-recommendation which calls for integrated orientation and primary training of both JOT's and junior professional specialists, but recruitment and hire of the specialist outside the JOTP.

b. OTR believes that such a selection panel is cumbersome and impractical, and, on the basis of satisfactory performance of the present system, unnecessary.

c. OTR believes that the university consultants perform this function, or can do so, without actually sitting as a panel.

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d. OTR would prefer line officer representation on a rotational basis as Training Officers assigned to the JOTF staff.

e. JOT's will form their own preferences regardless of any action anyone can take. We do our best to present a clear and accurate picture of the Agency's mission and functions.

f. Concur.

g. Concur. This is being done currently.

61. Re p. 100, para. III, F, 4, a: recommendations:

(1) Concur, but suggest that ^{selection + hire} recruitment be handled separately, and initial training be accomplished through the JOTF. *OK*

(2) Concur. *No comment.*

(3) Concur. " " *OK*

62. Re p. 105, para. IV, A, 14: the recommendations:

a. Concur. *Is done on current basis; Agency policy strengthened pursuant to JOTF*

b. Concur.

63. Re p. 110, para. IV, B, 13: the recommendation: Concur.

64. Re p. 113, para. IV, C, 7: the recommendations:

a. Concur. *Stump*

b. Concur.

65. Re p. 128, para. IV, E, 4, f: Concur in the negative recommendation made in the last sentence. OTR is well pleased with its current, *Appropriate Release 2002/06/11 : CIA-RDP63-00309A000100020070-7*